I. COURSE DESCRIPTION

The course introduces the use and function of various tests utilized in kinesiology together with the purpose, scope and techniques of test construction. It includes the development of statistical techniques necessary for manipulation and interpretation of physical performance data.

II. RATIONALE

The course provides students with a fundamental knowledge of the assessment of human performance. Special emphasis will be placed on the application of tests and measurements for the psychomotor domain.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. **LEARNER-CENTERED KNOWLEDGE:** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. **LEARNER-CENTERED INSTRUCTION:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. **EQUITY IN EXCELLENCE FOR ALL LEARNERS:** The teacher responds appropriately to diverse groups of learners.

4. **LEARNER-CENTERED COMMUNICATION:** While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT:** The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
IV. TExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES

a. TExES COMPETENCIES
   
   Domain II - HEALTH-RELATED PHYSICAL FITNESS
   Competency 006 - The teacher understands major body systems, principles of physical fitness development and training, and the benefits of a healthy, active lifestyle.

   Domain III - THE PHYSICAL EDUCATION PROGRAM
   Competency 011 - The teacher understands factors relevant to learning and performance in physical education and uses this knowledge to create learning environments and opportunities that promote students' development in various domains (e.g., cognitive, social, emotional).
   Competency 012 - The teacher understands the structure, organization, goals, and purposes of physical education programs.

b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING
   (CAATE 4th Ed.)

Risk Management Competencies Instructed & Evaluated

- **RM-C11**: Explain the importance and use of standard tests, test equipment, and testing protocol for the measurement of cardiovascular and respiratory fitness, body composition, posture, flexibility, muscular strength, power, and endurance.

Risk Management Proficiencies Instructed

- **RM-P1**: Instruct the patient how to properly perform fitness tests to assess his or her physical status and readiness for physical activity. Interpret the results of these tests according to requirements established by appropriate governing agencies and/or a physician. These tests should assess:
  - **RM-P1.1**: Flexibility
  - **RM-P1.2**: Strength
  - **RM-P1.3**: Power
  - **RM-P1.4**: Muscular Endurance
  - **RM-P1.5**: Agility
  - **RM-P1.6**: Cardiovascular Endurance
  - **RM-P1.7**: Speed

Nutritional Aspects Competencies Instructed & Evaluated

- **NU-C18**: Describe the principles and methods of body composition assessment (e.g., skinfold calipers, bioelectric impedance, body mass index [BMI]) to assess a patient’s health status and to monitor progress in a weight loss or weight gain program for patients of all ages and in a variety of settings.
Nutritional Aspects Proficiencies Instructed

- **NU-P1**: Assess body composition by validated technique (e.g., skinfold calipers, bioelectric impedance, BMI, etc.) to assess a patient’s health status and to monitor progress during a weight loss or weight gain program.

V. COURSE OBJECTIVES AND LEARNING OUTCOMES

As a result of successfully completing this course, the student will be able to:

1. Evaluate and select appropriate performance tests for use in the kinesiology setting.
2. Properly administer tests and obtain valid and reliable results.
3. Utilize appropriate statistical techniques and interpret results to prescribe and improve individual and group skill levels.
4. Develop a grading/assessment philosophy and system.
5. Explain the benefits and the importance of a good testing program in kinesiology.
6. Select the most appropriate computer technology to meet the needs of professional environments.
7. Recognize the importance of personal health and fitness based upon results of tests performed.

VI. COURSE TOPICS

1. Introduction to Measurement and Evaluation
2. Using Technology in Measurement and Evaluation
3. Descriptive Statistics and the Normal Distribution
4. Correlation and Prediction
5. Inferential Statistics
7. Measuring Cognitive Objectives
8. Physical Fitness and Activity Assessment in Adults
9. Physical Fitness and Activity Assessment in Youth
10. Assessment of Sport Skills and Motor Abilities
11. Psychological Measurements in Sports and Exercise

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences: lecture, discussions, instructor demonstrations, video, student presentations.

B. Lab Experiences: physical fitness testing and evaluation.

VIII. EVALUATION AND GRADE ASSIGNMENTS

COURSE REQUIREMENTS

1. Successful completion of quizzes and exams.
2. Complete all written assignments.
3. Develop a testing protocol.
4. Develop a grading plan and design a grading spreadsheet using Microsoft Excel Computer Software.
5. Perform statistical analyses on results of tests administered in class.
6. Successful completion of physical fitness test (1.5 mile run, one-minute situps, pushups).
7. Participate in all class activities.
8. **NOTE:** Late assignments will not be accepted. Also, all written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

**EVALUATION**

1. Tests (2) 100 pts. ea. 30%
2. Quizzes 20%
3. Homework/Assignments 20%
4. Measurement and Evaluation Project 10%
5. Class Participation 10%
6. Physical Fitness Tests 10%

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or less</td>
<td>F</td>
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</tbody>
</table>

**DEFINITION OF GRADES**

Grades are distributed according to the following criteria:

**A** Your work obviously stands out from that of the normal body of students. You serve as a role model for how the assignment should be completed. You are creative and energetic, expanding the boundaries of the assignment.

**B** You exceed expectations. Your preparation and delivery serve as examples of the proper concepts and practices. All of the required material is plainly in evidence, and your work is fluid and smooth.

**C** You complete an assignment that the average student, working the average amount of time should be expected to prepare. Your work is complete but in no way exceptional or deserving of extra attention.
D You demonstrate that you understood the assignment, but constructed and presented the material in a less than satisfactory way. Your performance was sub-standard relative to normal expectations.

F You either fail to do the assignment or your work is too far below acceptable standards to merit any consideration. You either completely miss the point of the assignment or disregard critical elements of it.

IX. COURSE SCHEDULE AND POLICIES

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction to Measurement and Evaluation</td>
</tr>
<tr>
<td>2.</td>
<td>Using Technology in Measurement and Evaluation</td>
</tr>
<tr>
<td>3.</td>
<td>Descriptive Statistics and the Normal Distribution</td>
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<td>5.</td>
<td>Correlation and Prediction</td>
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<tr>
<td>6.</td>
<td>Correlation and Prediction</td>
</tr>
<tr>
<td>7.</td>
<td>Inferential Statistics</td>
</tr>
<tr>
<td>8.</td>
<td>Test I: Chapters 1-5; Grading Scales and Categories</td>
</tr>
<tr>
<td>9.</td>
<td>Grading: A Summative Evaluation</td>
</tr>
<tr>
<td>10.</td>
<td>Measuring Cognitive Objectives</td>
</tr>
<tr>
<td>11.</td>
<td>Physical Fitness and Activity Assessment in Adults, Weight Management</td>
</tr>
<tr>
<td>12.</td>
<td>Physical Fitness and Activity Assessment in Youth</td>
</tr>
<tr>
<td>14.</td>
<td>Personal Fitness Testing; Test Administration; Test II: Chapters 9-12.</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY
Students are required to punctually attend all class meetings (when applicable) and complete all assignment deadlines. Excused absences are limited to participation in a TAMUCC sanctioned
event or participation in a religious holy day as outlined in the University catalog. Any
assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to
the absence. Coursework, assignments, and quizzes may not be made up due to tardiness.
Consistent attention to assignment instructions and submission deadlines is critical to the
successful completion of this course.

STUDENT CONDUCT
Professional behavior is expected of all students. Inappropriate course conduct (cursing,
disruption, etc.) may result in a reduced final grade or failure of the course.
NOTE: Please be aware that no food or drink (including water) is allowed in the lab.
Please leave all food or drink outside of the classroom (when applicable).

NOTE: Printing online tests and/or quizzes is strictly prohibited.

X. TEXTBOOK

XI. BIBLIOGRAPHY

Baumgartner, T., Jackson, Al. (2010). Measurement for Evaluation in Physical Education and


Human Kinetics.

Human Kinetics.

Lacy, A.C. & Hastad, D.N. (2010). Measurement and Evaluation in Physical Education and
Exercise Science. Dubuque, IA: Cummings.

Human Kinetics.

Brown & Benchmark.
GRADE APPEALS

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Academic Honesty

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

__________________________________________________________
KINE 4311-Measurement and Evaluation
Syllabus Acknowledgment Form

I, (print name) __________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 4311-Measurement and Evaluation at Texas A&M University-Corpus Christi.

Signature ________________________________ Date _______________